The discussion guides contain a series overview, educational objectives, summaries of contents, suggested discussion questions, activities for further study, and transcripts of filmstrip narration. No bibliographical information or evaluation procedures are included.

Title	TRIBALISM AND NATIONALISM IN BLACK AFRICA
Publisher	Current Affairs
Publication date	1971
Grade level	7-12
Components	1 filmstrip; 1 record or cassette; discussion guide

Designed to encourage "an understanding of the role played by tribalism and nationalism in influencing decisions made by modern leaders in Africa in nation-building," this unit examines its two topics in terms of their historical development and sociopolitical significance. While the essential historical coverage is generally acceptable, there are serious shortcomings in the treatment of these themes. In the process of describing and analyzing tribalism, for example, the presentation establishes a negative image of Africa by stressing poverty, turmoil,

ignorance, and communication barriers resulting from the diversity of languages and geographical settings. The viewer also is bombarded with the names of so many people and places that retention of information may be difficult.

A Western frame of reference is utilized throughout. Thus, even though the tribe is considered the primary social, political, and economic unit in African society, its significance is far overshadowed by the Western models of nationalism and nation building. It might also be noted that where the term "tribe" is used to describe groups in Africa, "ethnic group" would be applied in European or American studies to denote the same idea.

The ideologies of tribalism and nationalism are contrasted in such a way that the basis for conflict is directly attributed to rural-urban differences and a subsistence agriculture-money economy dichotomy. This is an oversimplification and again implies inappropriate standards of judgment. The roles of Islam and Christianity in intensifying tensions are overstated, while the roles of the superpowers in the African "dilemma" are mentioned but not examined in the necessary detail.

The teacher's guide contains a short statement of purpose, definitions of selected

terms, and background information on the origins of African nationalism, tribalism, and the African Nationalist Movement. Suggested learning activities are limited to two questions at the end of the filmstrip. The unit does not contain any bibliographical references.

Title	WINDS OF CHANGE IN AFRICA
Publisher	Teaching Resources Films
Publication date	1975
Grade level	7-12
Components	1 filmstrip; 1 cassette; discussion manual; work-sheet-map of Africa

The materials attempt to give an overview of the problems faced by African leaders in the development of their nations. Their objectives include: (1) to better understand and appreciate the diversity of cultures, politics, and the economic bases of the nations of Africa; (2) to describe some of the problems facing these nations that have only recently achieved independence; (3) to analyze the problems, both internal and international, faced by those nations ruled by minority governments; and

(4) to discuss US relations with African states. They provide a general view of the transitory aspects of African politics, intertwined with historical, social, and economic motifs, and place special emphasis on the roles of South Africa and Rhodesia as well as those of the US, the Soviet Union, and China to the African continent.

While the materials generally provide accurate information about Africa, they are nevertheless marred by a condescending attitude projected through implications. The break of the civilian administration, the lack of democratic government, and the role of the African nations as suppliers of minerals for the Western world are motifs which can produce negative imagery. Combined with biased statements (for example, South Africa and Rhodesia are surrounded by a "sea of Black nations," South Africa is the most "developed" nation) as well as a vague analysis of Western aid which does not discuss the pros and cons of a nation receiving aid and the danger of the US or any other nation becoming a neo-colonial power, the unit fosters generalizations and distortions. The treatment is by far too superficial, and the monotone delivery is rapid and jumpy. A host of caricatures and photographs reinforce the

classic stereotypes produced during the course of the last 150 years; the notion of primitivism is evident throughout.

The teacher's guide includes a short paragraph concerning teaching strategies, a vocabulary list, and a transcript of the narration. Suggested learning activities are generally cognitive, in keeping with the approach of the presentation. Neither background information nor an adequate bibliography is provided.

Title	PROUD HERITAGE FROM WEST AFRICA
Publisher	Guidance Associates
Publication date	1972
Grade level	7-12
Components	2 filmstrips; 2 records or cassettes; discussion guide

Proud Heritage explores cultural, political, and economic life in the empires and kingdoms of Ghana, Mali, Songhay, Ife, and Benin. It examines the cultural complexity of these West African states and relates them to the United States. Adaption to environmental conditions is stressed, with lifestyles and beliefs presented as if from a local point of view. Intergroup

tensions and conflicts are also examined, and the beginnings of the slave trade are discussed without distortion. Stereotypes about Africa are confronted. The presentation as a whole is clear and should generate further inquiry.

The discussion guide includes suggested activities and class projects. A glossary of terms and a chronology of events are provided, as well as a bibliography for both students and teachers.

Title	AFRICA: FOCUS ON CULTURE
Publisher	BFA
Publication date	1970
Grade level	7-12
Components	Africa; Women in Africa; African Religions; Education in Africa--each available separately); 4 records or cassettes; guide

One unit of BFA's Modern Africa series, these four filmstrips, focusing on different age groups and cultural elements, are designed to give an overview of African cultures. On the whole, the content is accurate enough to be

generalized to the variety of African cultures, especially the section on children. Students are encouraged to relate what they see to their own experiences.

In a few instances, however, an outsider's point of view comes across and gives a misleading picture. An unfair comparison between "old" and "new" is made. Things carried on the head, such as luggage, are not considered a burden in Africa, as the materials suggest. The section on religions presents an example of a specific ceremony accurately, but it should be mentioned that it is only one example.

Some goals are stated and discussion questions are provided. The bibliography references only other units in this series. No background information is given.

Title	AFRO CITY
Publisher	ABT Associates
Publication date	1973
Grade level	7-12
Components	1 filmstrip; 1 cassette; teacher's guide; 30 booklets; 6 student project folders; 1 map; 1 slave coast game kit

Designed to "arouse an interest in the African history which is so often assumed not to exist," this unit combines a case study approach with broader thematic concerns. The presentation as a whole is an "anthropological and historical approach to a Nigerian kingdom connected to America by the bloody chains of slave trade." The primary aim of the teaching materials is to "point up similarities and common factors in all cultures . . . students should always be encouraged to seek out counterparts in their own society to those aspects of Yoruba life under discussion."

The materials present a positive image of the Yoruba people, with specific emphasis placed on daily activities and interactions. By utilizing games, recipes, filmstrips, cassettes, and ample background information, the unit succeeds in building an appreciation for African geography, family life and life cycle, religion, law and customs, economy and government, as well as Nigerian history in general and the history of Abeokuta in specific. Stereotyped images, generalizations, and distortions are for the most part avoided. The information is objective, accurate, and up to date (except for the projection of Western criteria for marriage and divorce). The filmstrip possesses the

quality of a travelogue, and even though the photographs were taken during 1961-62, they do not inhibit understanding and appreciation of the people and the countryside.

The unit "is designed to serve either as an adjunct to an existing junior high or high school social studies course, or as the nucleus of an African Studies program." It has been tested in the field, with positive feedback from students, teachers, and administrators. Comprised of 10 separate daily lesson plans, the unit reflects a high degree of instructional freedom, so as to make the presentation a flexible one.

The suggestions for practical projects, games, role playing as well as discussion questions ("discuss the advantages of the written record over oral history . . .") promote critical thinking. Drama and music are used on the tape, but not specifically as a class activity. The learning activities in general are related to the specific objectives of the unit. An extensive annotated bibliography is provided (including works by Nigerian authors), along with a Yoruba vocabulary list. Each unit is complemented with comments by the evaluators and participants.

Title	SEEING SOUTHERN AFRICA
Publisher	Coronet
Publication date	1973
Grade level	7-12
Components	4 filmstrips (Land and People; Its History; Farming, Hunting, and Herding; Manufacturing, Mining, and Commerce); 2 records or 4 cassettes; guide

Although the title of this unit refers to Southern Africa, the unit in fact considers South Africa only and generalizes the information presented to apply to the whole area. The treatment is extremely biased, with black Africans portrayed as primitive and backward while the white population is civilized and modern. It compares modern technology with traditional ways, which are found totally lacking in utility. Intergroup relations are limited to those of employers and laborers. A few pictures show female faces elaborately ornamented, but for no apparent reason. These materials are designed to judge cultues in relation to one another; this can, and does, lead to unwarranted conclusions. The narrative approach used only aggravates the problem, as it does not encourage critical thinking.

No objectives are specified and no evaluation procedures are suggested. The kit includes no background or reference materials for teacher use in preparing a lesson, and as the filmstrips themselves give an inadequate and misleading presentation, it would be difficult for the teacher to correct all the faults with only what is contained in the package.

Title	SOUTH AFRICA: THE ISSUE OF WHITE SUPREMACY
Publisher	Current Affairs
Publication date	1975
Grade level	7-12
Components	1 filmstrip; 1 record or cassette; discussion guide

These materials are designed to enable students "to make a critical analysis of the effects of racial policies in South Africa on the social, economic, and political developments of the country." They present the sensitive issue of apartheid in a balanced, objective manner that includes the voices and positions of all involved groups. Using a historical presentation intertwined with elements of social

commentary, the filmstrip examines the differences in the standards of living of blacks and whites; political, social, and economic restrictions; and the prospects for change. The authors do not openly support any point of view, although a strongly inferred attitude against racist white minority rule is present. Current in its information through the date of publication, the materials succeed in bringing out the crucial issues in the conflict.

The accompanying discussion guide contains brief statements of purpose, historical background, suggested discussion topics, and a transcription of the filmstrip's narration. No bibliographical references or evaluation procedures are included.

Title	THE ASHANTI OF GHANA: A HERITAGE OF GOLD
Publisher	Current Affairs
Publication date	1974
Grade level	7-12
Components	3 filmstrips (Cocoa, the Golden Harvest; The Golden King; The Craftsmen of Kumasi); 3 cassettes; teacher's guide

This program examines three aspects of Ashanti life: commodities, rituals, and crafts. Its examination of these presents students with several facets of Ashanti existence, including food production and preparation, clothing, entertainment, social structure, male and female roles, ritual symbolism, the market place, and one aspect of Ashanti crafts, metal sculpture.

The presentation overall is very positive, although it exhibits an element of exoticism. Its particular cultural approach, lacking any theoretical objectives (the sole stated objective is a single statement about exploring the "fascinating culture of the Ashanti of Ghana by involving the students in a variety of situations in Ashanti life"), produces an unbalanced account which must be supplemented by factual data available in the teacher's guide and elsewhere.

The teacher's guide provides some of the essential background information necessary to fill gaps evident in the filmstrips. It contains data on the historical, economic, and social significance of the cocoa, gold, and crafts industries, as well as a background paragraph on Ghana. The discussion questions could be used to promote critical thinking, research, and investigation. Suggested activities are varied

and creative, with many correlating Ashanti experiences to those in North America ("How does Ashanti family life differ from American family life?"). The materials include an extensive bibliography as well as a transcription of the filmstrip scripts.

Title	ZANJAFRICA: A STUDY IN INTERACTION AND INTERDEPENDENCE
Publisher	EMC
Publication date	1971
Grade level	9-12
Components	6 filmstrips (Preface; The Digo; The Shirazi, Duruma, and Others; Trade and Markets; Indians, Arabs, and Portuguese; The British Raj and Independence); 3 cassettes, 1 additional cassette: A Musical Introduction; teacher's guide; student worksheets

This unit examines the concepts of interaction and interdependence within the geographical area classified as ZanjAfrica, centered in

Mombasa, Kenya. Attempting to "expose stereotypes and to get students to think anthropologically, including the construction and testing of hypotheses," the authors state that if students can be induced to "see a foreign culture in perspective and in context, hopefully they can proceed to judge their own culture in similar terms."

Cultural groups inhabiting this coastal area of East Africa are seen as an interdependent family within an ecosystem. A preface introduces the conceptual framework for the study. Consideration of the diverse populations and their roles begins with the Digo, agriculturalists; the Shirazi, fishermen; the Duruma, cattle herders; and other indigenous groups such as the Kamba and Masai. The filmstrip "Trade and Markets" establishes relationships among the various groups. "Indians, Arabs, and Portuguese" links these groups to their historical and cultural niches, and "The British Raj and Independence" introduces the British presence.

The anthropological treatment of ZanjAfrica is well documented and rewarding, if a bit jumpy at times, and lengthy due to the scope of its subject. Beginning with the relationships of people to environmental conditions, economic changes, and food cycles, the coverage extends

to religious symbols and sociopolitical circumstances. In examining the historical development of racial conflict, negative attitudes exhibited by the British toward Africans are correlated with negative racial attitudes in North America.

On the whole, the projected image of the peoples of East Africa is a positive one. However, certain topics are less successfully treated. For example, while the unique roles played by Muslim, Hindi, and European groups are noted, the special status of Islamic slavery is not clearly defined. And while notions of Western superiority are generally dispelled, an overemphasis on the postive contributions of British colonialism (in the suppression of slavery, improvements in medicine, agriculture, transportion, etc,) produces a distorted view of the events leading to African independence.

The accompanying teacher's guide is comprehensive and extremely valuable. It provides a statement of purpose, instructional objectives, a glossary and key to the student worksheets. Each filmstrip is summarized, with an annotated transcription. While the related activities are innovative and interesting, the bibliographical references provided are inadequate considering the scope and depth of the coverage.

Title	CHANGING AFRICA: A VILLAGE STUDY UNIT--THE THREE SPIRITS OF BALAMA
Publisher	Inter Culture Associates
Grade level	9-12
Components	3 filmstrips (The Village Thing; The Forest Thing; The Road Thing); 3 cassettes; student guide; study questions; book (Red Dust on the Green Leaves); teacher's guide

Changing Africa is designed to provide viewers with a "vivid visual and aural experience with a West African tribal village in the process of change." Through the examination of three specific themes emerges the village of Balama, "its sights and sounds, its buildings and textures, its people and how they live and work together, and the rhythms of daily life;" the tropical rainforest, "its beauties and its perils, how man relates to the forest and how it serves his needs;" and the new road "to the towns and the city of Monrovia beyond." The analysis of the themes is carried out on three distinct levels: experiential, cognitive, and affective.

The images projected by the filmstrips and related materials are positive. Great emphasis has been placed on relating specific experiences in the daily existence of the people of Balama to the viewer's own life. The materials are accurate and up to date insofar as Balama represents an African rural community going through changes. Both positive and negative considerations are presented without distortions or the projection of stereotypes. Intergroup conflicts and tensions, for example, between the traditional and new ways of life, are examined objectively and in a balanced manner.

The materials are specified for the senior high level, with alternative usage suggested at the elementary and junior high levels. The teacher's guide contains instructions for using the kit, as well as an explanation of the general philosophy of the producers. Sugggested activities are varied, related to the objectives of the unit, and very well designed. Although no bibliographical references are provided, and the unit does not include background information as such, much insight and information can be gleaned from the novel Red Dust on the Green Leaves.

Filmstrips for

Asian Studies

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Filmstrips Reviewed

Title	Publisher	Grade Level
India	Mealey	gen.
A World Nearby: Hong Kong	Guidance	elem.
A World Nearby: India	Guidance	elem.
Families of Asia	EBE	elem.
India: An Intimate View	Multi-Media	elem.
Child of Tokyo	Multi-Media	elem.
Four Families of Japan	BFA	elem.
Korea, What You'd See There!	Encore	4-9
Living in Asia Today	Coronet	4-9
Families of Southeast Asia	SVE	5-9
China	Nystrom	5-9
Discovering Today's China	EMC	5-9
People's Republic of China	SVE	5-9
People of New Guinea	EMC	5-9
Japan	EDI	5-12
Taiwan	SVE	7-9
Asia After Vietnam	TRF	7-12

China (Nations of Today)	United Learning	7-12
South Korea	Current Affairs	7-12
Bangladesh: Birth of a New Nation	Current Affairs	7-12
Hinduism	Time-Life	7-12
South Asia: The Indian Subcontinent	EBE	7-12
Mongolia Today	Current Affairs	7-12
Japan: Asia's Economic Superpower	Current Affairs	7-12
Postscript from Hiroshima: The Reemergence of Japan	Associated Press	7-12
China's New Look	TRF	7-12
Perception/Misperception: China/USA	Schloat	9-12
Temples, Mountains, and Gods	EAI	9-12
Two Cultures: Case Studies in Social Values	Schloat	9-12
Southeast Asia	EDI	9-12

The Giant and the Dwarf: India's Green Revolution	Zenger	9-12
India: A Regional Study	Eye Gate House	9-12
Southeast Asia: The Rise of Nationalism	Multi-Media	9-12
China: The Door Reopens	Associated Press	10-12

Title	INDIA
Publisher	Mealey Productions
Publication date	1974
Grade level	general
Components	3 filmstrips (Around the World with EMS; The Journey: Discovering the Land; The Culture: A Way of Learning); 3 cassettes; 4 marking pens; 1 eyedropper; spirit masters; 35 white relief maps; 5 clear relief maps; readings; teacher's guide

India approaches its subject from three general perspectives. The first is concerned primarily with the "physical domain" and emphasizes the geography of the region. The second stresses the "economic domain" and includes considerations of resources, work, transportation, and exchange, among others. The third, the "socio-cultural domain," explores social structures, religion, cultural institutions and practices, diversity, and other aspects of the topic. The materials present a balanced and informative picture of India that avoids both overgeneralizations and stereotypes. An

inquiry strategy is employed throughout with much emphasis placed on critical thinking and the development of problem-solving skills.

The teacher's guide contains a rationale for the study; specific instructions for the effective use of all components; statements of both general and specific knowledge and skills objectives; and detailed lesson plans that include additional objectives, concepts and vocabulary lists, suggested activities, supplemental information, and evaluation procedures. Scripts for the filmstrips are provided, as are extensive bibliographies for both students and teachers.

Title	A WORLD NEARBY: HONG KONG
Publisher	Guidance Associates
Publication date	1976
Grade level	elementary
Components	3 filmstrips; 2 cassettes; teacher's guide

This kit, part of the World Nearby series, presents an overview of life in Hong Kong with special attention to the experience of children. The first filmstrip describes the geographical

regions which make up Hong Kong and notes its history as a British colony and free port. Methods of transportation, types of housing (including houseboats), common foods, and local markets are shown. The script notes that traditions and family ties are very strong among the Chinese. The second filmstrip focuses on two families, one living in a large housing estate in Kowloon and the other in a farming village in the New Territories. The lifestyle and daily activities of each family are described and related to their physical environment and cultural traditions. Children are seen at school and play; family work roles are explained. The third filmstrip consists of photographs with questions printed underneath, pertaining to how people accomplish certain tasks, their daily activities, types of housing, and other topics.

On the whole, the presentation is imaginative and informative. Music and sounds of daily life are in the background of the narration, which is done by a Chinese woman. She carefully pronounces Chinese words and phrases, which are printed on the screen for the students. Three possible drawbacks may be corrected by the teacher: the importance of religion and tradition in Chinese culture may be overstated; these families represent only certain

lifestyles within Chinese society; no sense of tensions and hardships inherent in city life or rural life comes across.

The teacher's guide includes an overview of the series and background on Hong Kong, along with suggestions on introducing the materials. Detailed descriptions and a variety of possible approaches to discussions and activities accompany the captions of the third filmstrip. Activities include crafts, cooking, and inquiry into aspects of life in Hong Kong. A filmstrip narration and identification of photographs is provided for the first two filmstrips--questions and activities to reinforce these concepts should be added. General bibliographical references are included.

Title	A WORLD NEARBY: INDIA
Publisher	Guidance Associates
Publication date	1976
Grade level	elementary
Components	3 filmstrips; 2 cassettes; teacher's guide

This unit of the World Nearby series presents a three-part survey of life in India. Part 1 explores the major regions of the

country, stressing the diverse geographical features, religions, customs, and lifestyles found in India. Part 2 examines more closely the life of an urban family in Delhi and a rural family in Southern India, concentrating on the activities of children. A silent filmstrip, Part 3, presents photographs with captioned questions designed to stimulate discussion and promote further study. The photos and questions pertain to universal aspects of daily life such as playing, bathing, attending school, doing chores, and so on. What this program does particularly well is enable children to apply the concepts presented to their own lives, and in the process recognize similarities and differences between their lives and those of Indian children in a way that respects other cultures.

Excellent activities and questions are provided for Part 3, but there are no follow-up activities or questions for the two sound filmstrips. A bibliography of materials for students and teachers is provided.

Title	FAMILIES OF ASIA
Publisher	EBE
Publication date	1975

Grade level	elementary
Components	6 filmstrips (Families of Hong Kong; Family of Bangladesh; Family of India; Family of Japan; Family of Java; Family of Thailand); 6 records or cassettes; teacher's guide

The objectives of this series are to acquaint students with the geography and climate of several Asian countries; to describe the social, cultural, and economic backgrounds of these countries; and to depict the lifestyles of various Asian families, showing their similarities and differences. Each filmstrip focuses on the activities of young children and their families in one of six Asian nations. Seven families are featured.

The presentation is flawed in several respects. First, for five out of the six nations studied, only one family is portrayed; yet students are asked to make comparisons and draw conclusions as if these families were typical of their countries. Five out of the seven are middle to upper class by Asian standards and hardly represent a cross-section of socioeconomic groups in Asia. Second, while

the dichotomy between the well off and the poor is mentioned several times, it is done in a quite shallow, often trite way. Rather than offering a comprehensive analysis of the problem, the materials discuss poverty with statements such as, "If only there weren't so much sickness and hunger in this tiny country. . .there would be more people like the Manikmirs who can enjoy the beautiful things"; or, "These people are very poor. There just aren't enough jobs to go around." Several times the adjectives "fortunate" and "lucky" are used to describe the wealthy. A fatalistic outlook is implied, with an acceptance of poverty becoming the thrust of the narration.

Due to its shallow examination of cultural features of the various countries, the danger of stereotyping is also a problem. For example, a large part of the presentation on Hong Kong is about Chinese New Year, a standard subject in an overwhelming majority of filmstrips and films on Hong Kong. The India filmstrip begins by visiting "the sacred waters of the Ganges," but fails to explain why the river is sacred to the people. The sentence, "Hindus will never harm a cow and they certainly won't eat beef," is never further explained to the viewer and may leave an impression of "strangeness" and peculiarity about these people.

A Western perspective prevails throughout. The very common device of having families go on special outings to places of cultural interest is used in each filmstrip, with the accompanying narration resembling that of a tour guide introducing foreigners to a country.

The teacher's guide contains limited background material and discusssion questions, mostly of a cognitive nature. No bibliographical information is provided.

Title	INDIA: AN INTIMATE VIEW
Publisher	Multi-Media Productions, Inc.
Grade level	elementary
Components	1 filmstrip; 1 record or cassette; teacher's guide

This filmstrip is designed to give a general description of the cultural, geographic, and religious aspects of Indian life. Using an expository approach, the presentation, contrary to the impression its title gives, is quite sketchy and superficial. The information is overgeneralized and often gives a false, stereotyped impression of the country. Several topics lack adequate information, especially in

terms of the differences between urban and rural lifestyles, economic and religious differences, and major problems such as overpopulation, poverty, education, and disease.

The teacher's guide includes questions for further discussion, but lacks adequate background information and sources.

Title	CHILD OF TOKYO
Publisher	Multi-Media Productions, Inc.
Publication date	1972
Grade level	elementary
Components	2 filmstrips; 2 records or cassettes; teacher's guide

Focusing on a young girl and her middle class family, these filmstrips present "a first-person description of a day in the life of a young Japanese child living in Tokyo." In the process, they give students an overview of the people and culture of Japan. Only major customs and cultural features are discussed, but in an objective and, for the most part, accurate manner.

Although designed for use in elementary classes, very young children may have difficulty relating to some of the material. Religion,

for example, is emphasized, and some students may need more clarification than is provided by the teacher's guide to reach an understanding of this complex topic. Most of the suggested discussion questions would require use of additional outside resources, but the guide includes no background information or bibliography.

Title	FOUR FAMILIES OF JAPAN
Publisher	BFA
Publication date	1972
Grade level	elementary
Components	4 filmstrips (Rice Farm Family; Factory Town Family; Tokyo Suburb Family; Fishing Community Family--each available separately); 4 records or cassettes; teacher's guide

Four Families of Japan utilizes a cultural perspective to examine the lifestyles of its subjects. The materials emphasize such features as food, clothing, shelter, family life, and socioeconomic conditions to project a very positive image of Japan today. The program

discusses none of the problems, tensions, and conflicts that exist within the society, which at times tends to imbalance the account, but the unit as a whole could be used successfully to introduce students to the aspects of Japanese society it explores.

The image of the individual Japanese projected by the materials is very similar to that of his or her middle class American counterpart; differences are limited to styles of dress and types of food only. Almost all elements of cultural diversity are in fact neglected, which is the only important flaw in the program. Otherwise it successfully meets its stated objectives, using attractive and stimulating photographs.

The teacher's guide includes a statement of goals, one inadequate paragraph of background data and general discussion questions which expand on the themes stressed in the program and to some degree require the use of critical thinking and problem-solving skills. No bibliographical references or evaluative procedures are provided.

Title	KOREA, WHAT YOU'D SEE THERE!
Publisher	Encore
Publication date	1974
Grade level	4-9
Components	4 filmstrips (Meet Korea!; Cities of Korea; Villages of Korea; Growing Up in Korea); 4 records or cassettes; teacher's guide

Korea offers a comparative study of selected aspects of South Korea's economy, culture, and lifestyles. The approach is essentially that of a tour of the area, with the emphasis being placed on monuments or landmarks and the more "exotic" aspects of the nation's sights and sounds.

Comparisons with the United States are constant. While a comparative approach has value, here it tends to create value judgments and lead to a negative impression of Korea. At the same time, little or no information is provided about several subjects necessary to a comprehensive introduction, including history, politics, government, and social characteristics. The data apply only to South Korea, North Korea being dismissed in one sentence: "There

are really two Koreas, North Korea, which is Communist, and South Korea, which we are visiting."

The teacher's guide contains stated objectives and study questions.

Title	LIVING IN ASIA TODAY
Publisher	Coronet
Publication date	1972
Grade level	4-9
Components	8 filmstrips (At a School in Kyoto, Japan; With a Town Family; In a Village in American Samoa; On the Island of Bali in Indonesia; With a Fish Seller in Malaysia; At a Village Wedding in the Punjab, India; On a Houseboat in Kashmir; Among the Markets of Afghanistan); 8 records or cassettes; teacher's guide

The teacher's guide states that this kit does not attempt to give a broad overview of Asia, but rather concentrates on a specific segment of life in each of eight countries as a

basis for exploring broader concepts and issues. The individual filmstrips generally cover family activities in different settings, climate and crops, and special national or religious events. On the whole these "case studies" are limited, and a teacher would need a good deal of additional information, as well as a better theoretical perspective, to present the materials and to examine subjects such as systems of government, modernization, and religion, as the guide suggests.

The case study approach is a valuable one, but here, in many instances, not enough explanation is provided for students to correctly interpret the behavior they are seeing. For example, why Samoans cook and bake breadfruit outside is not explained. Often the view of the society is a narrow or superficial one--Afghanistan is presented as "timeless, traditional, unchanging." The family pictured in Taiwan represents Chinese traditional rural life, the mode of only a small portion of the population. The image of them is confused, as the filmstrip shows the family taking a train, which would probably be too costly for them, to an event (Double Ten Day) to which they probably would not travel. The Punjab filmstrip tends to generalize without making clear that customs and attitudes vary within the society.

The teacher's guide contains a short introduction to the series, objectives, and summaries for each filmstrip. A few questions "for further study" are provided. Some reinforce themes of the presentation, but most are out of context and would require additional knowledge and understanding to answer successfully. No bibliographical data or evaluative procedures are included.

Title	FAMILIES OF SOUTHEAST ASIA
Publisher	SVE
Publication date	1972
Grade level	5-9
Components	4 filmstrips (Rice-Growing Family of Indonesia; Rubber Plantation Family of Malaysia; Shop House Family of Singapore; City Family of the Philippines--each available separately); 2 records or cassettes; teacher's guides

This program is designed to examine the lifestyles of four families of Southeast Asia.

Two are agricultural and two are urban. While the approach has value, the materials are quite shallow in their exploration of people and cultures and run the danger of students looking upon these single families as typical of the particular countries in which they reside.

The perspective is rarely that of the people discussed. Rather, it appears as that of American visitors documenting "a day with their foreign friends." For example, the Filipino family takes an outing to a restored village, a cultural center at which displays and booths are set up to educate visitors about various cultural groups on the Islands. Again, on a school holiday, the children's uncle takes them on a trip in a "colorful jeepney" to the countryside, where sights of interest along the way are discussed.

The materials ignore many aspects of life in the countries they examine. The only reference to political or economic problems occurs when the children, whose father is a sales manager for a cosmetic firm, pass a slum area on their trip. The narrator dismisses this reference to lower class people within the country by stating, "Anthony and his sisters are sad when they see the terrible slums, and appreciate their home and family even more."

These children certainly provide poor models for students developing ideas of social consciousness.

The roles of men and women are always shown as stratified, which is not necessarily the case. To confuse the issue, a discussion question reads, "In many Asian countries, the man is absolute head of the household and makes all the important family decisions. But the Filipino husband treats his wife as an equal. Do you see any indications of this in the filmstrip?" Unfortunately, all indications in the filmstrip itself contradict the statement: "Mrs. de la Santos is a housewife and spends much of her time teaching her daughters to be good homemakers." The students never see Mr. de la Santos or his sons doing any work around the house, nor does his wife accompany her family on their outings.

The language used in the filmstrips, particularly that about the Singapore family, exposes a Western bias. Such phrases as "exotic island," "picturesque streets," "colorful Oriental shops and houses," and "island paradise" are used throughout. Here too the family takes the day off for shopping and sightseeing. While the materials on the rubber plantation family are less Eurocentric, their emphasis is on

the rubber-making process, not on the people or culture of Malaysia. Only passing mention is made of the various ethnic groups of that nation. The filmstrip on Indonesia places unrealistic emphasis on the picking of coconuts, which is normally done by paid workers and not by each family as implied here.

A teacher's guide is provided for each filmstrip. Each includes discussion questions, but no resource information or bibliographies to help in exploring the topics further.

Title	CHINA
Publisher	Nystrom
Publication date	1973
Grade level	5-9
Components	5 filmstrips (Birth and Rebirth; Moving Mountains; Dare to Struggle; A Better Way; Two Views); 5 cassettes; 18 activity sheets; 2 transparencies with overlays; 10 reading booklets; teacher's guide

This learning kit presents an analysis of China as an emerging world power. It examines

the ideas and events that led to Mao's victory in 1949 and their impact on Chinese society since then. Employing an inquiry methodlogy, the materials encourage students to become involved in problem-solving debates, develop concepts, interpret data, and draw conclusions from them. For the most part, the materials lend themselves well to these and other stated activities.

The scope and quality of information included in the kit are excellent. Not only are history, politics, and culture examined, but economics, daily life, and comparative philosophical systems as well. Opposing viewpoints are presented and students are encouraged to think for themselves, using materials that strive to avoid stereotypes of the Chinese people and their government.

The teacher's guide includes lesson plans, teaching strategies, and transcripts of the filmstrips but lists few bibliographical references.

Title	DISCOVERING TODAY'S CHINA
Publisher	EMC
Publication date	1972

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Grade level	5-9
Components	2 filmstrips; 2 records or cassettes; 4 books; 1 map; teacher's guide

This kit is designed both to dispel common American stereotypes about China and to depict contemporary life in the People's Republic. It lists and condemns traditional images of China as "a land of coolies and rickshaws. . .dragon dancers and firecracker parades. . .beggars in the streets," but replaces them with stereotypes of life under Communist rule: "Their lives are controlled and regulated in a way that we, a free people, could never accept"; "Billboards. . .tell people what to think"; "Life is basically drab." The narrative is divided between describing the "horrible" conditions that existed before Communist rule and the "negative aspects" of life under Communism, with a rather traditional cold war point of view expressed throughout.

The teacher's guide includes discussion questions, suggested activities, a bibliography, and evaluation materials.

Title	PEOPLE'S REPUBLIC OF CHINA
Publisher	SVE
Publication date	1973
Grade level	5-9
Components	6 filmstrips (The Mysterious Giant; The Ancient Giant; To Feed the Giant; The Giant Looks to the Future; The Giant's Village Girl; The Giant's City Boy--each available separately); 3 records or cassettes; 6 teacher's guides

People's Republic of China is intended to present an overview of that nation's geography, history, politics, economy, and culture. Each filmstrip in the unit examines either a historic period or an aspect of Chinese life, the last two together contrasting rural and urban lifestyles. Although the materials present a large quantity of data, China is constantly evaluated by North American standards.

The filmstrip presenting China's past is generally weak. Its analysis of Confucius, for example, is facile, devoid of any considerations

of related social aspects. It stereotypes Genghis Khan as "cruel, hated, and feared," with no other evaluation of his historical role or importance. Even given the limitations of the medium, the coverage reaches the modern period quickly, ignoring in the process the role of the United States in China's civil war and other issues necessary to an understanding of events and developments.

Materials examining modern China suffer from a strong cultural bias. Chinese behavior is described as "different," although from what is not made explicit. Chinese customs are characterized as "exotic," and culture is seen as "grotesque," "inscrutable," or "strange." Moreover, discussions of ideology are misleading, with no attempt to distinguish between socialism and communism, so that an us-versus-them attitude prevails.

The two filmstrips on daily life more accurately present their data and stress such important Chinese values as cooperation and self-reliance. Yet an emphasis on consumption and the possession of "nice things" creates the impression that all Chinese are striving to purchase more and more commodities, a view that is out of line with China's value system. Throughout the program, little effort has been

made to present the Chinese as they see themselves.

Title	PEOPLE OF NEW GUINEA
Publisher	EMC
Publication date	1973
Grade level	5-9
Components	2 filmstrips (The Fore Highlanders; The Trobriand Highlanders); 2 cassettes; 2 posters; duplicating masters; teacher's guide

These materials present case studies of two New Guinea tribes. Their objective is to show these people as they are today, in the midst of changing from their traditional lifestyles. The authors claim that the information is contemporary, unbiased, and without value judgments from their own culture. Unfortunately, there seems to be a strong "anti-primitve," "pro-Western" bias throughout the presentations.

The "primitive people" attitude of the filmstrips shows up in a number of ways. The materials generally dwell on the "exotic" in the cultures being studied, on a superficial level, and do not examine important aspects such as

family structure, attitudes toward religion, and so on. At one point the narrator says, "Missionaries and government officials have helped the Fore send their children to school, give up warfare as a means of settling disputes, and accept Christianity," implying the validity of each for these people. At another, numerous frames show people carving and decorating wood for export as art objects, but none explore the social structure in which men, being more numerous than women, oftentimes are forced to remain single. Another example: We see a man weaving a bracelet and counting on his fingers and toes to keep track of the pattern he is making; the filmstrip shows him sticking his foot up to the camera, counting on his toes. The authors go into great detail about certain processes, such as growing yams or the arrangement of houses in a village, but we hear nothing about the social and psychological influence the yam crop has on the people, or why the houses are arranged as they are.

Despite these problems, the presentation should be interesting and stimulating to students. The teacher's guide lists some good instructional objectives, many of which go beyond the subject matter itself and enable learners, for example, to "recognize the

significance of custom and tradition in the daily lives of the people." Suggested learning activities and discussion topics can be used to amplify and extend the materials. Posters and ditto masters for activity sheets are also included, as well as other supplementary materials. No bibliographical references or evaluation procedures are provided.

Title	JAPAN
Publisher	EDI
Publication date	1976
Grade level	5-12
Components	4 filmstrips (The Present and Past; Beliefs and Values; Superbusiness, Daily Life; Nature, the Arts, and Leisure); 2 cassettes; teacher's guide

Japan utilizes a cultural approach in examining specific themes in Japanese society, focusing on those elements that reflect traditional as well as modern modes of behavior and interaction. The first filmstrip presents an overview of the nation's geography, population, and history. The second looks at religious

beliefs, rituals, festivals, and values. The third is concerned with the operation of the economy and certain aspects of daily life, while the final filmstrip depicts Japanese culture in terms of artistic expressions such as flower arranging, poetry, and calligraphy. Together they produce a positive image of Japan, but ignore any consideration of many important aspects of the society, including its problems, tensions, and conflicts.

The teacher's guide provides comprehension questions, discussion questions, and activities that are well related to the general objectives of the presentation and promote critical thinking and problem-solving techniques. Instructions for use of the kit are included. No background information or bibliographical references are given.

Title	TAIWAN
Publisher	SVE
Publication date	1973
Grade level	7-9
Components	2 filmstrips (An Emerging Nation; Agricultural and Rural Life); 2 records or cassettes; teacher's guide

These filmstrips offer a general introduction to recent cultural and economic changes on Taiwan. They examine such topics as the role of foreign investments, tourism, and new agricultural methods, but generally avoid any analysis of current social problems or economic conditions. The result is a generally glossy image of the nation. Since few units about Taiwan are available, this one could serve as an introduction to an examination of the complex subjects it superficially tocuhes on.

The materials examine their topics in a one-sided manner. They present foreign investments and industry as welcome and beneficial, as is the increase in tourism, but such statements as, "The energy, discipline and responsibility of the labor force. . .has attracted foreign investment," ignore the fact that Taiwan attracts many industrialists because they can pay workers much lower wages than in their own countries. Taiwanese culture receives similar treatment. The major point made regarding the aborigine groups on Taiwan is that their villages are filled with tourists; remarks such as, "Yesterday's head hunter becomes today's tourist attraction," are both derogatory and pointless. No attempt is made to examine the effects of tourism on a people's

culture and economic stability. Generalizations such as, "Funerals are very lavish affairs in Taiwan," and "All people in Taiwan eat well," apply mostly to upper income groups and leave the viewer with a distorted picture of reality. By ignoring the various ethnic groups on Taiwan and the socioeconomic-political relationships between the ruling mainland Chinese majority and the native Taiwanese minority, the filmstrips further undermine their value.

The teacher's guide provides discussion and "enrichment questions," mostly of an informational nature. No bibliographical or additional background information for students or teacher is provided, which would be necessary to successfully complete some of the activities included. (For example, one question asks students to compare life on Taiwan with life in China, but nowhere in the program is life on the mainland treated.) While the quality of the photographs is good, the narration may be too slow and uninteresting for intermediate level students, the audience for which the unit is intended.

Title	ASIA AFTER VIETNAM
Publisher	Teaching Resources Films
Publication date	1973
Grade level	7-12
Components	1 filmstrip; 1 record or cassette; teacher's guide; duplicating master

An examination of the situation in Vietnam after the withdrawal of United States troops, this unit also considers the rebuilding of Indochina and the future of American-Vietnamese relations. It would more appropriately be titled "Vietnam and the United States After the War" as the primary focus is on Vietnam with very little information provided about the war's effects on other Southeast Asian countries.

Although it examines motivations behind Japanese and French imperialism in the area, the filmstrip takes a generally pro-American foreign policy stance and makes no attempt to explain the reasons for America's actions. More background than the filmstrip provides on the Vietnamese and their culture would be needed to understand the cultural and socioeconomic changes since foreign intervention, in addition to supplemental information on the reunification of North and South Vietnam and the changes in

the economic situation directly after the pullout of American GIs which occurred after the 1973 publication date.

Learning activities included in the teacher's guide reinforce only the factual information presented; attainment of background information is mostly left to the teacher's own resources, with no bibliographical references provided.

Title	CHINA (NATIONS OF TODAY SERIES)
Publisher	United Learning
Publication date	1970
Grade level	7-12
Components	4 filmstrips (The Land and the People; Early Civilizations; East Meets West; Since 1949); 2 records or cassettes; teacher's guide

Although this unit intends to present a broad overview of historic and contemporary China, it is plagued by an abundance of classic stereotyped images of the nation and its people, as well as by serious cultural and political distortions. The materials are marked by such phrases as "China's masses," "Red Peking," the

"invalid status of China," China's "notoriously low" standard of living, the "sly old Empress," the "humiliated Chinese" and many others. The contents stress almost exclusively the problems faced by China and project a generally negative and seriously distorted view.

The materials present their only positive images of China in an examination of Chinese art; advances in architecture, pottery, crafts, painting, and calligraphy are specifically mentioned in the historic treatment. Otherwise the presentation emphasizes negative results of past and present developments. While some basic reform measures are noted, they are almost completely overshadowed by a projection of negative implications and stereotypes.

Distortions and stereotyped images are especially evident in the discussions of political events. The historic role of European imperialism, for example, is presented in such a way as to completely negate any understanding of Chinese attitudes and attempts to resist outside domination. The materials imply that Europeans had a "right" to exploit China and deal as they did with this "strange and different culture." More recent events are viewed in terms of China as a potential threat. Mao's "dictatorship" is explored through the framework of the

commune, with specific emphasis on the elements of rigidity, conformity, centralization, and the development of the "Mao cult."

The teacher's guide contains transcriptions of the filmstrips, discussion questions, and suggestions for related activities which require more information than the materials provide. No background data, bibliographical references, or evaluation procedures are included.

Title	SOUTH KOREA: TRADITION AND THE STRUGGLE FOR DEVELOPMENT
Publisher	Current Affairs
Publication date	1974
Grade level	7-12
Components	1 filmstrip; 1 record or cassette; teacher's guide

This filmstrip provides a general overview of South Korean history and a discussion of the problems of tradition and change in the context of economic development. For the most part a positive image of South Korea emerges ("one of Asia's fastest developing countries," with a "rich heritage and a determination to survive as a viable state"), but this is flawed by a

condescending attitude toward rural life and a glossing over of the division between North and South Korea. The reasons for the division are not adequately explained, and the treatment perpetuates a "fear" of Communists "if and when American troops are withdrawn." Opposing viewpoints, such as those concerned with Park's policies, are considered, however.

The teacher's guide provides some background information, but contains no guidelines for use of the materials, no learning activities, and no discussion questions.

Title	BANGLADESH: BIRTH OF A NEW NATION
Publisher	Current Affairs
Publication date	1973
Grade level	7-12
Components	1 filmstrip; 1 record or cassette; teacher's guide

This filmstrip treats the historical and political events that led to the creation of Bangladesh, and it examines the economic and political problems currently facing that nation. It is guilty of some stereotyping ("the teeming Bengali masses") and some distortion ("the

source of help is less important than how it can be obtained quickly and in quantity"; "what is more important, national sovereignty or meaningful economic development?"), but in general the materials offer a fairly objective and factual presentation.

The teacher's guide includes a few discussion questions and suggested activities. A helpful key word and phrase list is provided.

Title	HINDUISM (THE WORLD'S GREAT RELIGIONS)
Publisher	Time-Life Multimedia
Publication date	1973
Grade level	7-12
Components	2 filmstrips; 2 records or cassettes; chart; teacher's guide

A study of the history and philosophy of Hinduism and its influence on the cultures of India, Pakistan, and China, this unit examines such concepts as caste, Karma, yoga, and asceticism, and describes religious shrines and art. The information provided is fairly extensive, but the approach is selective and therefore presents an incomplete and distorted view of the religion.

The materials focus primarily on the outward activities of Hinduism, such as: (1) yoga and the physical exercises practiced by those who wish to experience enlightened states; (2) ritualistic aspects such as the use of paint and decorative symbols; and (3) the practice of older Hindus leaving home and meditating in caves to reach enlightenment. Although these are aspects of Hinduism, they are not the most significant by far, and to emphasize them at the expense of the meaning of the religion creates an inaccurate, superficial view. Explanations of Hindu doctrine are not extensive enough to clarify its philosophy for students.

The teacher's guide includes a series of discussion questions.

Title	SOUTH ASIA: THE INDIAN SUB-CONTINENT
Publisher	EBE
Publication date	1976
Grade level	7-12
Components	5 filmstrips (The Winning of Independence; Religion and Change; Indian Village: Model for Change; Urban Workers; South Asia: Key

Decisions); 5 records or cassettes; teacher's guide

These learning materials propose to "survey the political history of South Asia," "demonstrate the role of religion in the daily life of South Asians," "illustrate how technological changes are being effected," and "discuss key problems related to the continued development of South Asian economics and societies." The emphasis is on India as the dominant nation of the region, but data on Pakistan, Sri Lanka, and Bangladesh are also included. Topics covered include the subcontinent's physical geography, economic bases, religions and cultures, village life, and changing urban scene. With some exceptions, the stated objectives are generally met.

The first filmstrip presents a history of the region from antiquity to the partition of India. It tends to concentrate on military events and has a number of gaps in interpretation and analysis. Events leading to the "Black Hole of Calcutta," for example, are taken out of context and the materials project absolutely no conceptual understanding of the British imperial role.

The filmstrip, "Religion and Change," presents its data in a fairly straightforward manner, but also suffers from omissions of information. The social basis of the caste system is noted, for example, but its more primary function within the philosophical framework of Hinduism is not; unless the philosophical and spiritual bases of the caste system are also taken into consideration, the notion of its "rigidity" within the social structure becomes totally misleading. The segments, "Indian Village" and "South Asia," are more balanced and examine successes, failures, and future challenges in food production, population control, and industrial development in relation to the corresponding difficulties in implementation.

The teacher's guide includes transcriptions of the filmstrip narratives, a list of objectives, a short statement of purpose, and a set of cognitive discussion questions. No bibliographical references or evaluation procedures are provided. The general tone and projection of the materials are positive, although overemphasis on the major problems facing the subcontinent at times produces a pessimistic impression.

Title	MONGOLIA TODAY
Publisher	Current Affairs
Publication date	1972
Grade level	7-12
Components	1 filmstrip; 1 record or cassette; discussion guide

Although purporting to present an overview of Mongolia, this filmstrip concentrates instead on the effects China and the Soviet Union have had on the nation and the political influences they continue to exert. The political relationships between the countries are discussed in an adequate, if biased manner, but very little is included on the history, culture, or sociology of the region. A discussion guide accompanies the filmstrip.

Title	JAPAN: ASIA'S ECONOMIC SUPERPOWER
Publisher	Current Affairs
Publication date	1973
Grade level	7-12
Components	1 filmstrip; 1 record or cassette; discussion guide

This filmstrip focuses upon Japan's rapid post-World War II development into a major world economic and political power. It contains much relevant information, historic and current, about the nation's economic policies and rate of growth, but there is, however, a subtle "yellow peril" tone in the narration. Japan is portrayed as an affluent society that may overtake the United States and the Soviet Union as the primary world economic power by the year 2000 and will build a nuclear-equipped military force (like other superpowers). Both views may be justified, but the tone of the statements could reinforce fears of a re-emergence of Japanese militarism, and the treatment lacks balance in that the more critical fear of present superpower contention between the US and the USSR and Japan's relationship to it is slighted.

The accompanying guide includes a limited number of discussion questions, which emphasize the cognitive domain. No background information or bibliographical references are provided to aid a teacher in presenting a more balanced and well-rounded view of Japan's position among major nations.

Title	POSTSCRIPT FROM HIROSHIMA: THE RE-EMERGENCE OF JAPAN
Publisher	Associated Press
Publication date	1972
Grade level	7-12
Components	2 filmstrips; 2 records or cassettes; teacher's guide

The stated objective of these materials is to describe the economic, political, and social development of Japan after World War II. The objective is met, although the presentation is from an American rather than a Japanese point of view. This emerges most clearly in the materials' concern with whether or not Japan will again be a political and military threat to world peace, even though the authors argue it will not.

The teacher's guide includes objectives for students, all cognitive; discussion questions; suggested learning activities; and a test to evaluate student knowledge of factual data. No bibliography of additional resources is provided.

Title	CHINA'S NEW LOOK
Publisher	Teaching Resources Films
Publication date	1972
Grade level	7-12
Components	10 filmstrips (Cultural Heritage; Educational Goals; Geographic Diversity; Years of Revolution; Agricultural Challenges; Progress Through Industry; Peasantry, A Way of Life; Life Styles in the Cities; City Scenes and Sights; Peking and the Forbidden City--each available separately); 10 records or cassettes; teacher's guides

China's New Look offers a lengthy, comprehensive, and in-depth picture of the People's Republic. While the emphasis is on recent events and current trends, the materials provide background for an understanding of contemporary Chinese communism. The approach is generally topical, with each filmstrip emphasizing a different aspect of modern Chinese life, including agriculture, industry, different lifestyles, education, and culture.

Throughout the presentation the materials generally remain unbiased and offer balanced assessments of the achievements, experiments, and failures of Chinese communism in terms of its own objectives. The segment on "Educational Goals" has a strong anti-communist bias, which distorts its data, but the nine other filmstrips for the most part avoid this problem and provide objective presentations.

The teacher's guide contains discussion questions, suggested classroom activities and texts of the filmstrips. No bibliographical references are provided and no evaluative procedures are included.

Title	PERCEPTION / MISPERCEPTION: CHINA / USA
Publisher	Schloat
Publication date	1975
Grade level	9-12
Components	5 filmstrips (Images of Others; Exploring Perceptions; Through the Cultural Looking Glass; Historical Legacy; Current Images); 5 cassettes; 30 student booklets; 8 role cards; teacher's guide

Perception / Misperception: China / USA focuses "on the elements involved in human groups' misunderstandings of each other." It introduces students to such concepts as stereotyping, prejudice, and ethnocentrism, using American images of China and Chinese images of America as examples. Drawing on both historic and contemporary sources, the materials explain how people and their culture, values, and actions may become misunderstood.

Concepts of stereotyping and prejudice are dealt with thoroughly and for the most part sensitively. The first filmstrip draws on the experiences of several American minorities--Jews, blacks, "hippies," Japanese-Americans--to examine the concepts. The second filmstrip deals with problems of visual perception, nonverbal communication, and biased information to show, in a general way, how set ideas affect perceptions and may cause misperceptions. The remainder of the series concentrates on China itself and examines the nation from cultural and historical perspectives, emphasizing Chinese-American interactions and mutual perceptions or misperceptions.

The materials on perceptions/misperceptions meet their own objective of "reducing unreasoned ethnocentrism" and provide a good

introduction to the study of cultural differences. The analysis of differences is rather superficial at times, with reasons for behavior and conditions often explained as due to "cultural differences" rather than to possible economic and political realities. Otherwise, the information is generally presented in a fair manner.

Because of a limited amount of information on certain topics, the filmstrips risk perpetuating a few dangerous stereotypes. One is that Chinese and Chinese-Americans are one and the same; the failure to differentiate between them confuses the viewer and creates misperceptions about both groups. The only explanation for the poverty and crowded conditions of San Francisco's Chinatown is that "a visitor does not know culture well enough to understand why that is so." This statement implies that these conditions are culturally determined and ignores the discrimination and low wages that have kept many Chinese-Americans in poor, disease-ridden communities. Further, the statement that "Chinese immigrants were willing to work for low wages" is also misleading as it gives the false impression that Chinese were not only in competition with whites for jobs, but that they voluntarily sought them.

Similar problems arise in the presentation of modern China. The reasons for the Sino-Soviet split and for improved Chinese-American relations are examined only superficially. The treatment of Chinese propaganda is not balanced with a treatment of American propaganda. A few statements also suffer from a lack of explanation; the assertion that in China the "needs of the group are more important than the individual" can only reinforce a stereotyped image of the country.

The teacher's guide includes very specific objectives related to "knowledge," "skills," and "attitudes." Appropriate learning activities are suggested for each that should stimulate critical thinking and encourage problem-solving approaches. Excellent discussion questions are provided, with a good choice of selections on perceptions of Americans, Chinese, and Chinese-Americans. The "suggestions for answers and ways of handling the more difficult questions" are helpful and avoid the pitfall of "right" or "pat" answers. Adequate bibliographies for both student and teacher use, along with the materials in the filmstrips and teacher's guide, should be sufficient for lesson preparation and further research.

Title	BALI
Publisher	Multi-Media Production, Inc.
Grade level	9-12
Components	1 filmstrip; 1 record or cassette; teacher's guide

Bali prsents a brief introduction to selected aspects of the island's geography, culture, and economy. Although the teacher's guide states that the filmstrip's principal objective is for students to "realize that life can be lived in many ways which are equally valid," the materials unfortunately never present this point of view. Neither the format, which is expository, nor the provided discussion questions, which require recall of data, enables students to achieve this purpose.

The materials generally present an accurate and favorable view of Bali's geography and principal cultural features. However, they fail to explain the island's economy and politics, either in terms of the island itself or its relation to Indonesia as a whole. Foreign investments and tourism are stressed, but with no discussion of their impact on the people and their way of life. Most stereotypes are avoided, although the women are viewed as having "beautiful features" and the men are characterized as "rather feminine by Western standards."

The teacher's guide includes objectives for the program and discussion questions. No background information is provided, and there are neither suggested learning activities nor evaluative procedures.

Title	TEMPLES, MOUNTAINS, AND GODS
Publisher	Educational Activities, Inc.
Grade level	9-12
Components	1 filmstrip; 1 cassette; teacher's guide

This filmstrip presents a historical introduction to the major Indian religions as seen through architecture and art. A well-integrated and generally accurate presentation, it makes good use of a powerful mode of expression--art--to explain the role of Hinduism in India. The cultural aspects are presented in a positive fashion. One weakness, however, is that the few opening statements on Hinduism are too sketchy. The emphasis is on Shiva, rather than on the Trinity as a whole which consists of Brahma, Vishnu, and Shiva. More information is needed to explain this concept.

The unit is generally weak in support material. No objectives are given and the only follow-up activities are discussion questions which do not serve to encourage much critical thinking or further research on the subject. An adequate and much needed bibliography, however, is available in the teacher's guide.

Title	TWO CULTURES: CASE STUDIES IN SOCIAL VALUES
Publisher	Schloat
Publication date	1972
Grade level	9-12
Components	4 filmstrips (Impact of Thought on American Society; Impact of Thought on Indian Society; Impact of Tradition on American Society; Impact of Tradition on Indian Society); 4 records or cassettes; teacher's guide

These materials take a conceptual, comparative approach to the social ethics and values of North America and India. They examine the influences of thought and traditions on both

societies. The first filmstrip explores essentially religious heritages in America. Indian counterparts are examined in the second. The third discusses American social traditions and the fourth, traditions of Indian society.

The materials generally avoid stereotypes and examine some of the major differences between American and Indian social values. Students, however, may be tempted to overgeneralize from the information presented because it implies that everyone in either society has the same values and traditions. The extent to which most Indians actually apply the philosophical concepts mentioned is open to question. Monistic thought in Indian culture is stressed, although the caste system and extended family may be breaking up. Likewise, the validity of ascribing certain values to all Americans is questionable. Dualism within the Judeo-Christian tradition is examined and called "the American way;" ethnic or other differences within American society are ignored. If, however, an informed teacher makes clear to students that what is presented is the thought of the dominant culture, the materials should be useful. The script is interesting, and effective use is made of different narrators. The visuals and music are also good.

The teacher's guide includes suggested implementation strategies and learning activities for examining traditions and thought through folk songs, student protests, campaign rhetoric, figures of speech, and family occupations. A bibliography is provided. The materials were classroom tested by the publisher.

Title	SOUTHEAST ASIA
Publisher	EDI
Publication date	1976
Grade level	5-12
Components	4 filmstrips (The Factors in Common; Many Ways of Life; Beliefs and Bread; Fun and the Future); 2 cassettes; teacher's guide

Southeast Asia presents an overview of "this varied, troubled area, from Burma to Indochina to the Philippines." The first filmstrip serves as an introduction to the study, examining what its authors see as the six major "influences on Southeast Asia": common topography; common climate; rice cultivation; India's historical influence; European colonialism; and "the present role of China." The

other three filmstrips take a more topical approach, exploring rural and urban populations, major religions, selected aspects of culture, the economy of the area, and social and political problems.

While certain aspects are not treated with a great deal of depth and some need more explanation, the materials generally present both positive and negative aspects of life in Southeast Asia, conflicts and tensions as well as achievements, and different ways of life in a balanced and objective manner. A variety of views are included which should help students recognize cultural similarities and differences among groups without concluding that some ways of life are superior to others. Cultures are accepted on their own terms and overgeneralizations are for the most part avoided.

The four-page teacher's guide includes one-paragraph summaries of each filmstrip, directions for classroom use, two sets of questions, and suggested student activities and projects. No background information, bibliographical references (needed for undertaking the projects) or evaluation materials are provided.

Title	THE GIANT AND THE DWARF: INDIA'S GREEN REVOLUTION
Publisher	Zenger Productions
Publication date	1974
Grade level	9-12
Components	1 filmstrip; 1 record or cassette; teacher's guide

The filmstrip examines India's "Green Revolution" as exemplified by the development of dwarf wheat and rice agriculture in the Punjab Province. Conditions of land tenure and reform, agricultural education, transportation, and finances are related to the ongoing technical aspects of the movement.

The material provides a good introduction to the topic. While it stresses government policies regarding agrarian changes, it also mentions criticism of them. It links technology to the social and political processes and entertains the question of whether technology will stimulate political change or whether "political change will be necessary before the new technology can be applied."

The discussion lacks a certain depth of analysis, but enables students to draw their own conclusions.

The teacher's guide includes discussion questions and projects for students. Many are inquiry-oriented and require independent research. Bibliographical references are provided.

Title	INDIA: A REGIONAL STUDY
Publisher	Eye Gate House
Publication date	1973
Grade level	9-12
Components	6 filmstrips (What Is India?; Land, Features, and Climate of India; Resources, Agriculture, and Industry; Life in the Cities; Rural Life; Pakistan, Bangladesh, and Sri Lanka); 6 cassettes

This series presents a general introduction to the culture, geography, economy, and politics of India today. Although adequate in many respects as far as content is concerned, additional material would be needed to transform this series into a better-than-average presentation. The first two filmstrips are very general in scope; the third filmstrip is a little outdated

regarding recent trends in industry and industrial progress. The fourth segment, "Life in the Cities," consists of brief descriptions of Bombay, Delhi, and Calcutta, and a discussion of the problems accompanying the transition from villages to the city. Although this topic is important, the filmstrip does not deal sufficiently with either the various aspects of city life which have much in common with the West such as art, architecture, tourism, education, or the different socioeconomic levels of people in the cities, their lifestyles, occupations, and the conflicts and tensions among them. In the filmstrip, "Rural Life," some typical and important aspects have been neglected, such as population control measures, the caste system, the extended family, folk music and dance, the panchayats or village government, and cottage industries.

There is no teacher's guide. Brief instructions are given only on the last two frames of each filmstrip. More complete teacher's information with more extensive and up-to-date bibliographical sources is necessary. Vague objectives are given only for the series as a whole: (1) to give a general impression of India, (2) to present reasons for "why things are"; and (3) to show that there is no one way

of life in India. The few discussion questions are inadequate, although the intent of some questions is good and could require some thought and research by the student.

Title	SOUTHEAST ASIA: THE RISE OF NATIONALISM
Publisher	Multi-Media Productions, Inc.
Publication date	1973
Grade level	9-12
Components	2 filmstrips; 1 record or cassette; teacher's guide

Investigating the concept and development of nationalism in Southeast Asia as a whole, these materials focus on the problems of diverse tribal groups, the distinctive differences between nations and the animosities between various groups. No positive statements are made regarding nation building in the Southeast Asian context. Because the authors believe that nationalism has for the most part failed in the region, a rather negative picture of it emerges.

The teacher's guide includes an introduction to the subject matter, "potential themes,"

objectives, an outline of the contents, and suggested discussion questions. No bibliographical or evaluation information is provided.

Title	CHINA: THE DOOR REOPENS
Publisher	Associated Press
Publication date	1973
Grade level	10-12
Components	2 filmstrips; 2 records or cassettes; teacher's guide

Developed to review "the diplomatic moves leading to China's reopening, China's people, its politics, and its future in the society of nations," this filmstrip program also traces the nation's historical development from dynastic domination to the rise of Mao Tse-tung. In the process, it examines the roles of the family, geography, women, and the European "spheres of influence." The unit is on the whole descriptive and the critical statements and analytical arguments necessary to escape a superficial treatment of the subject matter are lacking.

Journalistic in tone and style, the program tends to overgeneralize and to stereotype. China is classified as a hard-work Oriental

society, dominated by discipline and cleanliness. Many post-revolutionary reforms and achievements are noted, but Chinese society is still regarded as bland and changeless. Regarding social and cultural diversity, the narrator states that there is not "much difference between life inside a prison and outside." Some statements reflect uncritical judgments (the Great Leap Forward, for example, is deemed "a complete failure") and others suffer from inaccuracy. The question of Sino-American relations is dealt with in a one-sided manner, with the reasons the two nations isolated each other not discussed at all.

The teacher's guide contains statements of purpose, a list of behavioral objectives, a brief summary of the contents and suggestions for using the materials in the classroom. It also includes questions for discussion and investigation or research, suggestions for supplementary activities, and an objective evaluation test. Background information and bibliographical references are not provided.

Conclusions and Recommendations

We began this study with two major objectives. We sought, first, to determine the extent to which filmstrips for area studies present adequate and accurate accounts of their topics. Second, we sought to establish the extent to which a teacher with little or no background in specific content areas could teach an effective lesson with provided filmstrip materials. The 150 filmstrips evaluated in this publication do not form an exhaustive survey of the field, but they do form a large, varied, and representative enough sample to indicate the present state of the art.

Teachers need a certain amount of information to teach an effective lesson with filmstrip materials. We believe this includes indications of intended student audiences; statements of goals and objectives, an outline of effective strategies and methods for using the materials; background information; evaluation procedures; and a bibliography of sources for further reading and study. What we hoped to find, in other words, were complete, viable learning packages.

Not all filmstrips or filmstrip units include each of the above named components, and they vary greatly in quality among those that do. Almost every filmstrip identifies its intended

student audience, usually by grade level, rarely by other criteria, but often so broadly as to be meaningless except in the most general sense. Concepts and vocabulary are typically appropriate to the stated general level of the students. Because filmstrips aim for the largest possible audience--none we viewed were designed for particular populations--we are unable to critically evaluate their relevancy for selected groups of students.

Goals and objectives are usually included in filmstrip packages, often stated in behavioral terms. They are frequently phrased as teaching rather than as learning objectives, however, seldom asking students to do anything other than "to know," "to remember," or "to repeat." Suggested supplemental activities are not always related to given objectives. Tests emphasize the recall of facts and interpretations presented in the filmstrips. Suggestions for classroom implementation, background information, and bibliographical references for students and teachers typically are inadequate.

Many filmstrip packages include evaluation procedures, but few exhibit any evidence that they themselves have been evaluated by actual classroom use or any other means. Several note that the producers have worked with

educational consultants, but their contributions generally are not apparent. Those that were field tested were consistently better than those that were not. Since students have virtually no choice in selecting the information they will learn and the materials they will use, they should at least have available a product that has been proved educationally useful.

Our second goal was to determine the extent to which filmstrips for area studies present their topics adequately and accurately. To do so, we believe they should use up-to-date information, avoid overgeneralizations and stereotypes, encourage a positive image of the culture being studied, and in other ways present honest accounts of their topics. We found that, as a group, the filmstrips fail to reflect what specialists recommend in teaching about others: recognition of others and their societies as valid human communities, with viable ways of life, systems of values, and modes of behavior. Some of the materials we evaluated present accurate, balanced, and dignified views of the people they discuss, but the vast majority do not.

The reason for this is continuing ethnocentrism, the most common and most basic problem filmstrips for area studies exhibit.

Consciously or unconsciously, ethnocentric attitudes color virtually all filmstrip materials and cause both major and minor difficulties, including those of terminology, accuracy, balance, interpretation, and evaluation. They can be made responsible for the numerous omissions, distortions, improper emphases, faulty conclusions, and generally biased attitudes found throughout the materials we examined.

Because of their ethnocentrism, most filmstrips take an outsider's approach to the study of their subject matter. Rather than allowing for an objective methodology--presenting others in proper perspective and on their own terms--the approach persistently employs a western viewpoint that emphasizes the dual concepts of progress and modernization, which it defines as technological and industrial development, with materialism as a sign of success and consumerism as a way of life. Many filmstrips select their data and describe their subjects in terms of standards that others may or may not have set for themselves. Since they assume that modernization and westernization are not only synonymous, but universally desired, filmstrips describe peoples and regions positively or negatively in terms of their levels

of westernization; employ crosscultural comparisons and stress those aspects of a society that appear to be either very similar to or very different from western standards and practices; and often distort or ridicule persistent themes and traditions inherent in all cultures as "roadblocks" to change.

The assumption that Western civilization is the only "true" civilization is implicit in most of the filmstrips. The introduction of its economic, racial, cultural, and technological systems, values, and beliefs is seen as beneficial everywhere. Since "alternative" systems are challenged as ineffectual, the emphasis on westernization as a positive, desirable goal often creates the view that traditional or other ways of life are inferior. The impetus for change, always seen as necessary and always meaning westernizing change, invariably comes from outside a society, with traditions characterized as detrimental, restrictive, and often damaging. The materials tend to focus on the western features of particular societies. Those exhibiting similar ideals are given more positive treatments. Conversely, those which are less westernized are more frequently described as primitive, backward, exotic, and quaint. While the viewpoint that Western civilization is the

best of all possible ways of life may in fact be an accurate one, it has no place in what purport to be objective, factual, impartial learning materials for the study of other cultures and civilizations.

The ethnocentrism of filmstrips shows up in a number of ways, but the most apparent--and most easily corrected--are various problems of terminology. In spite of everything that has been written about biased learning materials, filmstrips and their support materials still use value-laden words and expressions that create negative images of other peoples, perpetuate stereotypes and misconceptions, or otherwise provide learners with distorted descriptions of individuals, cultures, and ways of life. Such words as "exotic," "primitive," "superstitious," "backward," "colorful," "inscrutable," and "quaint" are still commonly used in filmstrips to describe people living in other parts of the world. "Darkest Africa" seems no longer to be with us, but other characterizations, cliched descriptions, and catch phrases are, including "eternal Egypt," "mysterious India," and "the cradle of civilization." China, once a "sleeping giant," is now an "emerging giant," although it still has "teeming masses." Latins remain "fun loving" and "carefree," peasants are still "hard

working," and natives are "happy." Sadly, none of these appeared in single instances or as isolated examples, but over and over in the filmstrips we viewed. Perhaps they have become so common in western usage that developers do not see them as condescending and derogatory, but they are and should be avoided.

More subtle, perhaps, but equally as biasing, condescending, and distorting is the use of particular terms for particular groups, cultures, or parts of the world. As we mentioned in the introduction, certain words and phrases seem applied automatically to certain peoples in certain discussions. They refer only to others, never to members of the western community. Examples:

"we"	"they"
clothes	costumes
folklore, mythology	superstitions
religion	beliefs
holidays	festivals, carnivals
shopping centers	marketplaces
sing	chant
history	heritage
houses	huts, shacks

In addition, certain terms and phrases seem to be applied consistently to particular areas:

The United States has farmers and employees, but the rest of the world has peasants and workers. Where the US has ethnic groups and Western Europe has nationalities, Africa has tribes and East Asia masses. Such terms may imply an exotic, peculiar quality, create differences where none exist, and point out differences that do exist without explaining them. They distort meanings and reinforce ethnocentric attitudes.

Inaccurate terminology is another problem frequently encountered, especially in the use of foreign words. Filmstrips, for example, commonly refer to Moslems as "Mohammedans" and use "Arab" and Moslem" interchangeably. Similarly, they often use "Jews," "Zionists," and "Israelis" as synonyms, which is inaccurate and misleading. They frequently use "Russia" when referring to the Soviet Union. They generally describe Confucianism as a religion. They tend to define communism as a political system, which it is not, and then compare it with democracy, which then becomes an economic system, which it is not. Of course, not all filmstrips are guilty of these or other problems of terminology, but too many are. All such problems help to perpetuate false ideas about other people and their ways of life.

They have no place in objective educational materials.

Ethnocentrism is also apparent in the choice and treatment of subject matter. The amount of material available on any given people, nation, or region increases in direct proportion to its size, its distance from the United States, its importance to the American economy, and the nature of its political relationship with the US. American political and economic interests appear to be instrumental in defining many of the themes, the focus, content, and treatment of many filmstrips. Latin America and the Near East, for example, are generally seen in economic terms, the former as a supplier of raw materials for the American economy and as a market for American goods, the latter as a supplier of oil. Asia, the Soviet Union, and East Europe are seen essentially in political terms. Africa, not perceived as vital to American political or economic interests, is seen primarily in anthropological terms. All tend to be treated favorably or unfavorably depending on their degree of Westernization and their attitudes toward the West.

All areas receive highly selective treatment from most filmstrips. Because many are designed as introductions to their topics, they

are broadly focused. Unfortunately, they are generally narrow in their perspectives, simplifying and omitting a great deal of important explanatory data, practices that lead to faulty impressions of others. Filmstrips may simplify their descriptions to the point of inaccuracy or avoid controversial material by discussing current states of affairs with no corresponding historical background. Both approaches may create problems without reasons, situations without explanations, and effects without causes. The West typically becomes responsible for the "good" in a society and the indigenous people become responsible for their "poor," "primitive," and "backward" ways of life. The West often introduces higher standards of living, but seldom accompanying social problems. Such approaches can only lead to inaccurate impressions of others.

A Western perspective also leads to faulty images of others through omissions of necessary data, misleading comparisons, and failures to see key social or cultural elements. A superior to inferior dichotomy is often created, especially when the technological and material aspects of western civilization are stressed; that others neither want nor need these is never made apparent. Comparisons also tend to emphasize

elements of the society not particularly important to it, which distorts the larger picture. When there is no counterpart to a cultural or social characteristic, it is either ignored or presented as exotic or peculiar. Treatment of the "sacred cows" of India is typical. Often mentioned without proper context of explanation, their importance to the Indian economy as draught animals is never stated. The impression left is one of strangeness and Western superiority.

Virtually all these problems could be avoided if authors approached their subjects, if not from their points of view, at least objectively. Since many no doubt believe they are already doing so, the difficulty lies ultimately in an ethnocentrism of which they are unaware, both their own and others. Basing filmstrips on proper primary source materials and original research should alleviate several major difficulties; developers often seem to accept ingrained stereotypes and misleading statements because they are found so commonly in the literature. Recognizing their own cultural biases and their underlying assumptions about others would also increase objectivity.

What we oppose is bias and its accompanying distortion, not interpretation as such. A

great many filmstrips are carelessly researched and present their information in highly inaccurate, highly opinionated manners. We welcome a diversity of opinion, as long as it is expressed as such. Unfortunately, in most instances it is presented as "objective truth." We emphasize the need for impartiality while recognizing the difficulty involved in attaining it since many topics are controversial, having as they do political, economic, and ideological overtones, and national, religious, ethnic, or racial identifications. We believe, however, that such issues can be presented openly and honestly, with opinions, interpretations, and even ethnocentric value judgments included if clearly labelled as such.

Because of these and other problems, the majority of filmstrips we evaluated for this study are simply not very good. Their content, goals, objectives, activities, and support materials more often than not were lacking in accuracy, validity, and usefulness. We recommend that developers approach their materials in terms of both their content and their intended audience. Of the first they should ask at least four questions:

1. Is it accurate, presenting clearly the pertinent information and avoiding

misleading, ambiguous, unsupported, and biased statements, overgeneralizations, editorializing, and cliches?

2. Is it balanced, giving reasonable attention to all necessary aspects of the subject?
3. Is it comprehensive, presenting the range of human characteristics and eliminating stereotypes and characterizations?
4. Is it honest in its treatment of its subject, presenting it concretely and realistically?

Of the second they should ask at least four questions:

1. Who are the students?
2. What should they learn?
3. When should they learn it?
4. How can it best be learned?

Otherwise the same "general" student population will recieve the same distorted or invalid "information." The problems are known. The solutions are obvious. It is time to implement them for the benefit of the students for whom all learning procedures are ultimately undertaken.

Materials Evaluation Form

Addresses of Publishers and Distributors

MATERIALS EVALUATION FORM

Evaluator:

Title of Materials:

Publisher:

Date of Publication:

Stated Grade Level:

Components:

RATING
(Circle the appropriate number)

EXCELLENTLY ... NOT AT ALL

5 4 3 2 1 0

I. Intended Audience

1. Do the materials specify the grade level or age of the students for whom they are intended?
5 4 3 2 1 0

2. Are the contents of the materials--concepts, vocabulary, needed skills, learning activities, etc.--appropriate to the level of the students?
   5 4 3 2 1 0

3. Are the contents of the materials of value to the student's life in and outside of the classroom?
   5 4 3 2 1 0

II. Objectives

1. Do the materials state what students should be able to do at the end of instruction?
   5 4 3 2 1 0

2. Are the suggested learning activities, if included, related to the specific objectives of the materials?
   5 4 3 2 1 0

3. Do the materials include any evaluation procedures?
   5 4 3 2 1 0

III. Classroom Implementation

1. Does the teacher's guide include instructions for the effective use of the materials?
   5 4 3 2 1 0

2. Is there adequate background information given so that a teacher who knows little or nothing about the topic can teach an effective lesson?
   5 4 3 2 1 0

3. Are there adequate bibliographical references given to the teacher and/or student for outside investigation into the subject?
5 4 3 2 1 0

IV. Contents

1. Do the materials present accurate and up-to-date information about the cultures being studied?
5 4 3 2 1 0

2. Do the materials avoid overgeneralizations and stereotypes about the cultures being studied?
5 4 3 2 1 0

3. Does the way the materials are presented encourage a positive image of the cultures being studied?
5 4 3 2 1 0

4. Do the materials present information giving both positive and negative considerations without distortions?
5 4 3 2 1 0

5. Do the materials examine intergroup conflicts and tensions in a thorough, objective, and balanced manner?
5 4 3 2 1 0

6. Do the materials help students to recognize similarities and differences among cultures without suggesting that certain cultures and their ways of life are superior to others?
5 4 3 2 1 0

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